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Building Bridges for Success

SHREVEPORT FOUR SEASONS | FOUR CONVENTION CENTER | GREENSBORO, NC


Introduction to the Pyramid Model for Social-Emotional Foundations for Early Learning (SEFEL)

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction | Exceptional Children Division

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Session Objectives

- Describe the Teaching Pyramid Model for Supporting Social Emotional Competence in Infants & Young Children
- Share strategies implemented in a Teaching Pyramid Model demonstration classroom
- Describe implementation model



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Center on the Social and Emotional Foundations for Early Learning (CSEFEL)


- Collaboration of six universities & research institutes
- Federally funded by Office of Head Start & Child Care Bureau
- National Center focused on promoting the social emotional development & school readiness of young children birth to age 5



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Purpose of CSEFEL


- Analyze & synthesize the research on social emotional development & translate into practical materials
- Engage in training & technical assistance
- Disseminate evidence-based practices & materials via interactive website



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Children who enter kindergarten without adequate social and emotional competence face a cascade of problems throughout their young lives and into adulthood.

- Huffman, Mehlinger, & Kerivan, 2000



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Social Competence

The ability to initiate and maintain satisfying, reciprocal relationships with others

- Katz & McClellan, 1997

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Social and Emotional Development is . . .

- A sense of confidence and competence
- An ability to develop good relationships with peers and adults/make friends/get along with others
- An ability to persist at tasks
- An ability to follow directions
- An ability to identify, understand, and communicate own feelings/emotions
- An ability to constructively manage strong emotions
- The development of empathy

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**Key Social Emotional Skills
 Children Need As They Enter School**

- Confidence
- Capacity to develop good relationships
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

—*Eager to Learn, Neurons to Neighborhoods, A Good Beginning,
 The Kaufmann Report on Social-Emotional Development*
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If a child doesn't know how to read,
we teach.

If a child doesn't know how to swim,
we teach.

If a child doesn't know how to behave,
we...teach? ...punish?

—Tom Herner, NASDSE President
Counterpoint 1998, p.2

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**Pyramid Model
 for Promoting Social
 Emotional Competence in
 Infants &
 Young Children**

Developed by CSEFEL & TACSEI

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The Teaching Pyramid

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**Social & emotional competence is rooted in
 secure relationships with primary adults
 during the infant, toddler, &
 preschool years.**

-National Research Council, 2000




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Why Build Positive Relationships?

- Protective factors reduce many challenging behaviors
- Positive relationships can impact exponentially in positive ways

- Joseph & Strain, 2003



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Strategies for Building Relationships with Children

- Greet each child by name upon arrival
- Learn and remember personal information about children and use in conversation
- Use a pleasant tone of voice
- Give hugs, pats, handshakes and high fives
- Speak to children at their eye level



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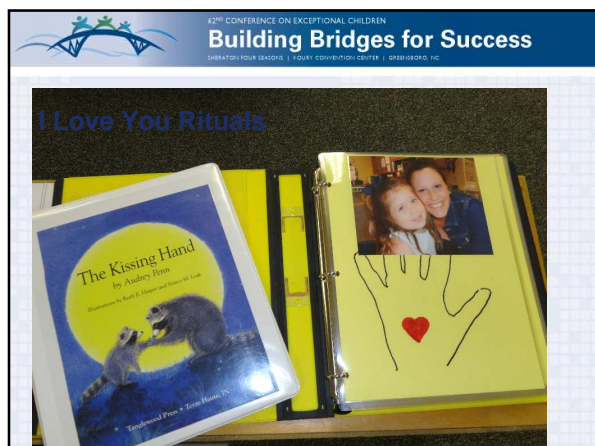
Strategies for Building Relationships

- Morning Greeting Apron
- Meaningful Jobs
- I Love You Rituals
- Kindness Recorder Apron
- Friends and Family Board/Book
- All About Me Book/Class Photo Album
- My Teacher Wants to Know



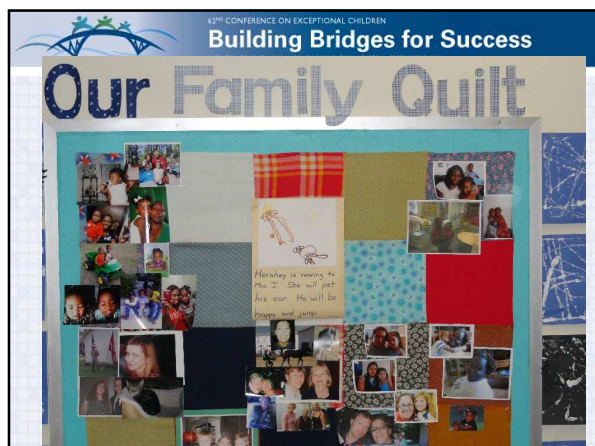












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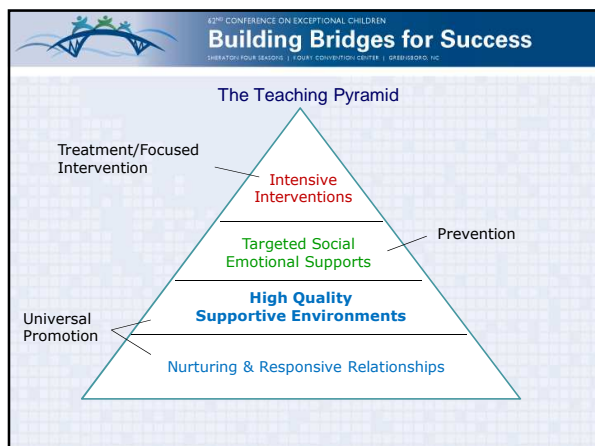
Strategies for Building Relationships with Colleagues

- Acknowledgement of birthdays
- Preschool Professional Learning Community
- Problem Solve/Plan Together
- Build Trust
- Acknowledge accomplishments
- Use kind words and expressions

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Strategies for Building Relationships with Families

- Make home visits
- Build on family strengths
- Greet families when they come into room
- Send positive notes
- Have many opportunities for families to participate at home and school
- Show respect



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High Quality Supportive Environments

- Classroom arrangement & design
- Schedules, routines, & transitions
- Activities that promote engagement
- Teaching strategies
 - Giving directions
 - Classroom rules
 - Positive descriptive feedback & encouragement
 - Ignoring & redirection



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Daily Picture Schedule




Contributed by Doyle Woodall, South Smith Elementary Inclusive Preschool

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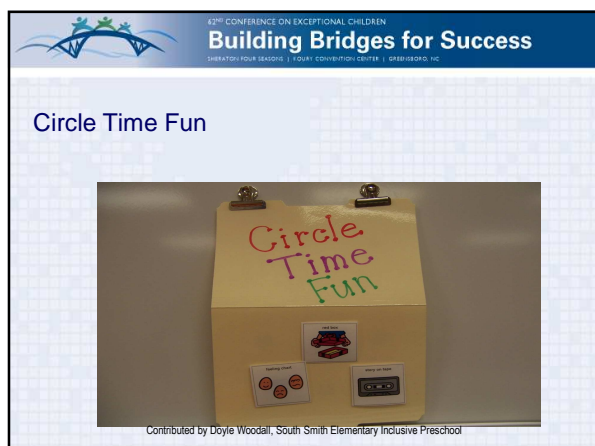
Individual Picture Schedule



Contributed by Doyle Woodall, South Smith Elementary Inclusive Preschool

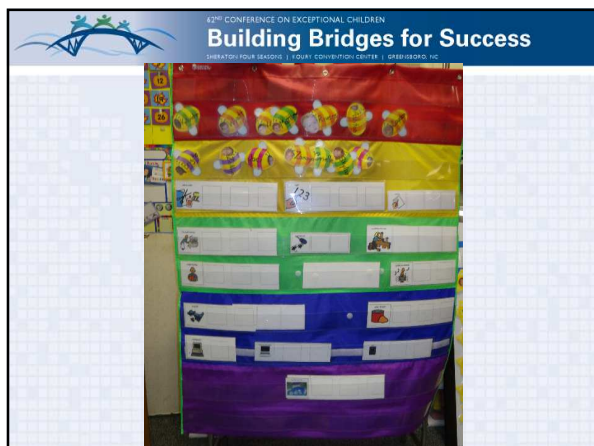






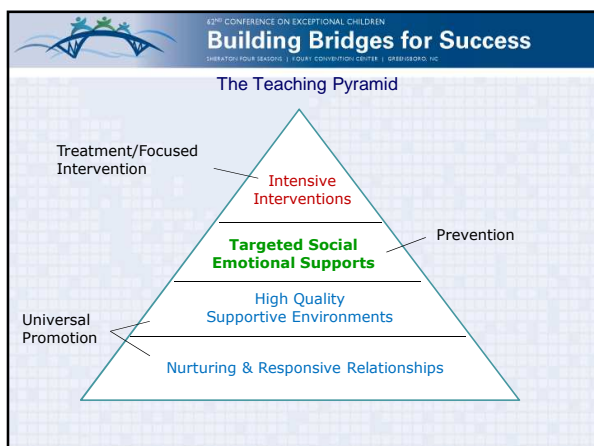












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Social Emotional Teaching Strategies

specific strategies that have proven effective in helping children to develop some of the skills of social competence, or the ability to get along with others

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Social Emotional Teaching Strategies

- Enhancing emotional literacy
- Controlling anger & impulse
- Solving problems
- Developing friendships

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Enhancing Emotional Literacy

Children who can successfully regulate their emotions ...

- adjust well to new people and situations
- show a high tolerance for frustration
- control their negative emotions
- and consider the needs and preferences of others

—Adams & Baronberg, 2005

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Enhancing Emotional Literacy

- Learning words for different feelings
- Learning how to recognize feelings in self and others
- Emotional Regulation

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Strategies that Enhance Emotional Literacy

- Direct teaching
- Incidental teaching
- Children's literature
- Songs & games
- Checking in

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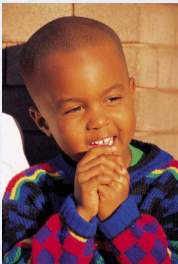
Emotional Regulation

the ability to express a range of emotions and react in appropriate ways in emotional situations



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Key Concepts with Feelings



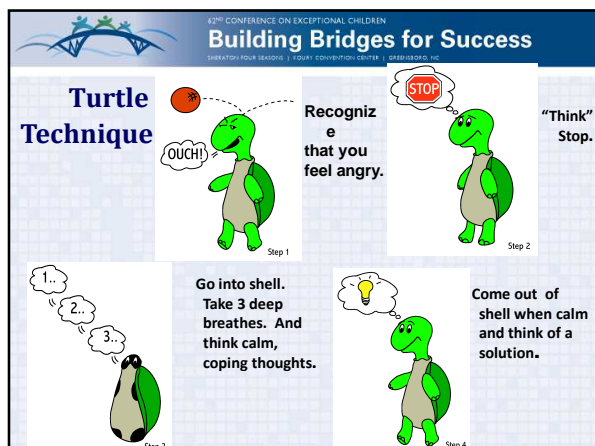
- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid – it is what you do with them that counts

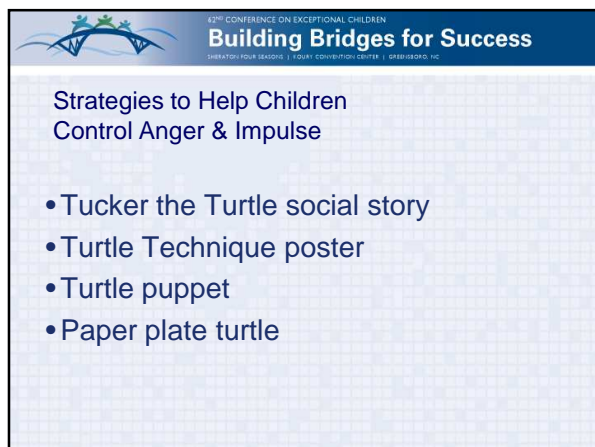


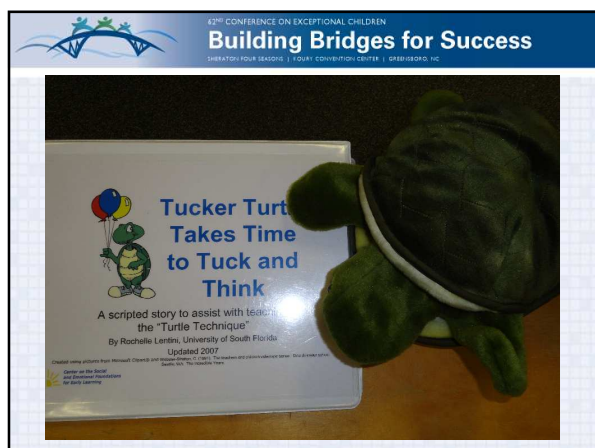
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Social Emotional Teaching Strategies

- Enhancing emotional literacy
- **Controlling anger & impulse**
- Solving problems
- Developing friendships







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Social Emotional Teaching Strategies

- Enhancing emotional literacy
- Controlling anger & impulse
- **Solving problems**
- Developing friendships

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Solving Problems

- Learn problem solving steps
- Think of alternative solutions
- Learn that solutions have consequences

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Problem Solving Steps

What is my problem?




Step 1

Think, think, think of some solutions.




Step 2

What would happen?




Step 3

Give it a try!



Step 4

Would it be safe?
 Would it be fair?
 How would everyone feel?



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Problem Solving Activities

- Solution book/poster
- Problem-solver puppet
- Social stories
- Use real classroom problems to teach & practice



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Pedro the Problem Solver is a super student. He loves to come to school to learn and play with friends.

Sometimes at school Pedro has a problem.

Sometimes Pedro has a problem. Sometimes Pedro has a problem. Sometimes Pedro has a problem.

On his hands Pedro has a problem. On his hands Pedro has a problem. On his hands Pedro has a problem.



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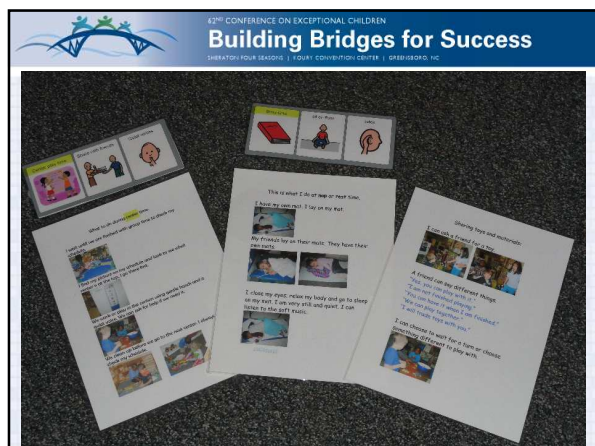
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I Solved A Problem Today!

I Solved A Problem Today!



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Social Emotional Teaching Strategies

- Enhancing emotional literacy
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- **Developing friendships**

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Friendship Skills

- Organizing play
- Sharing toys & other materials
- Taking turns
- Being helpful
- Giving compliments
- Understanding how & when to give an apology



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Activities to Support the Development of Friendship Skills

- Books about friendship
- Friendship art
- Scripted or Social Story
- Building a School of Kindness
- Intentional Pairing Opportunities



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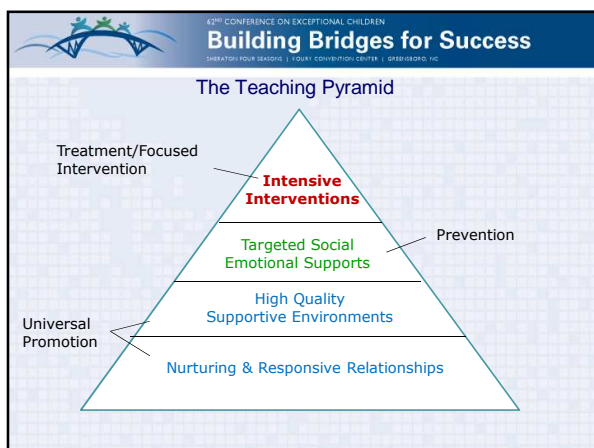
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Positive Behavior Support

An approach for changing a child's behavior

- Is based on humanistic values & research
- An approach for developing an understanding of why the child has challenging behavior & teaching the child new skills to replace the challenging behavior.
- A holistic approach that considers all of the factors that influence behavior

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Old Way	New Way
<ul style="list-style-type: none"> • General intervention for all behavior problems • Intervention is reactive • Focus on behavior reduction • Quick Fix 	<ul style="list-style-type: none"> • Intervention matched to purpose of the behavior • Intervention is proactive • Focus on teaching new skills • Long-term intervention

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Process of Positive Behavior Support

- Step 1: Establish a collaborative team
- Step 2: Gather information (functional assessment)
- Step 3: Develop a hypothesis
- Step 4: Design a behavior support plan
- Step 5: Implement, monitor, & evaluate the plan

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Implementation Model

- Professional Development
- Coaching

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Where to start to look for more:

- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
<http://www.vanderbilt.edu/csefel/>
- Technical Assistance Center on Social Emotional Intervention (TACSEI)
<http://www.tacsei.org/>
